

**A Comparison of the  
Demographics of UT GSLIS Students with the 1989 American Library  
Association Survey**

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**LIS 397.1  
Introduction to Research in Library  
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## **ABSTRACT:**

An enumerative survey was conducted to learn about the demographics of UT GSLIS students and how they have changed since the 1989 American Library Association survey of US GSLIS students. A survey was distributed to 1999 summer session UT GSLIS students. The results indicated that the typical UT GSLIS student is female, white, single, and from Texas. Most of the respondents have an English or Education undergraduate degree yet the majority of students did not have a master's or doctoral degree prior to enrollment as GSLIS students. Most students are not multilingual and technological developments were not a factor in their decision to enter a graduate library school program. The individuals surveyed reflect that the UT GSLIS student have not changed since the ALA survey in 1989.

## **1. INTRODUCTION**

A survey was designed to profile the Graduate School of Library and Information Science students at the University of Texas at Austin. Using standard statistical procedures, characteristics were measured such as previous degrees received, age, ethnicity, and gender. Although it might have been possible to consider numerous variables, this survey limited its scope to the background of students enrolled in library and information science programs.

## **1.1 Background:**

Prior to the chosen topic, numerous other potential surveys were discussed. One of the first subjects considered was the attitude of other library students toward school library programs. Another class period was spent examining the challenges Distance Education students face. Often they are left with a minimum of choices of courses to take using the Teleconferencing system. While these topics and others had their own merit, the group chose one that would relate to the students in the research group and current semester. Researching the demographics of library students produced an article about a 1989 ALA survey of library graduate students. Thus, the idea of the studying different backgrounds of all library students was chosen.

## **1.2 Outline of the problem and its context:**

The ALA study on the demographics of GSLIS students revealed a need to encourage diversity among the population of students. Thus, the research group's study focused on discovering any changes since the 1989 study.

Many factors affected data collection. Because the study was conducted during the first summer session, the majority of the population of GSLIS students were not attending classes. Therefore, the sample was limited. Second, it was not practical to include all the questions on the original eleven page survey conducted by ALA. Third, time limitations forced a reduction of the number of questions. Finally, additional class demands, such as exams, diverted the attention of the research group from the survey.

### 1.3 Previous related work:

The ALA study referred to is the study by Kathleen M. Heim and William Moen "Diversification of the Library and Information Science Entry Pool: Issues from the LISSADA Survey Report." Journal of Library Administration, Vol. 16, no. 2. 1992. Pp. 95-107 completed in 1989. The recommendations of this survey suggested a need to increase diversity among GSLIS students on several levels, including gender, ethnicity, and educational background.

## 2. PURPOSE

This information could prove valuable for future recruitment and enrollment strategy for this library school.

Research group objectives were:

1. Create a survey tool (questioner handout) comparable in form and content to the survey tool implemented in the American Library Association's (ALA) statistical study. (Appendix 1,2)
2. Complete a descriptive analysis of the graduate students of the Library and Information Science program enrolled at the University of Texas.
3. Compare the results of this survey with those of the American Library Association's statistical analysis of graduate students enrolled in Library and Information Science programs in the United States.

### 2.1 Hypothesis

After reviewing the 1989 ALA demographic survey, the research group hypothesized that the demographics of the students enrolled in this program have essentially remained the same.

The research focus was to investigate similarities or differences in the 1999 UTGSLIS enrollment and the 1989 US GSLIS enrollment. This research group proposed that there have been increases in the male population and an increase in ethnic diversity since the 1989 ALA study.

## **2.2 Definitions**

There were two areas of the survey tool which might cause confusion. The first was the use of the term "multilingual." Since the group anticipated higher numbers of minorities, a large number of persons proficient in more than one language was also expected. The group decided not to use levels and types of skill to determine proficiency in an alternate language. The level of language proficiency was left up to the individual to determine. It was hoped that multilingual would be assumed as either verbal or reading skills in another language. Recent class discussions as to how computer technology has aided the field of statistics gave the team the idea of determining if technological developments for the field of library and information science were a determining factor in choosing to return to school. To better assist the survey participant, the group decided to add an example definition of technological advancement in the form of "WWW" to represent the World Wide Web. The group decided that of the most recent technological advancements, the World Wide Web is the most recognizable to individuals in general and especially library and information science students.

After an initial test run of the survey, it was decided that one other area of the survey needed further clarification. Two respondents questioned what was meant by part and full time enrollment. To correct this situation the group decided to include the hours required for full time enrollment.

## **2.3 Assumptions**

Since the intention of the study was to survey only library and information science students, the group determined that there was no need to insure randomness in the gathered sample. The research group attempted to include as many students as possible. The makeup of summer school students is not reflective of the fall and spring population due to the influx of teachers free to enroll full time in the summer. This affected the population sample.

## **3. METHODS**

### **3.1 Data Used**

The research group used thirteen question enumerative survey, with one question, number twelve, containing seventeen individual questions. Therefore, the survey actually queried individuals in twenty-nine areas. All but two of these questions were similar or identical to questions contained in the 1989 ALA survey. The questions were designed to obtain data in the following areas: gender, age, marital status, ethnicity, undergraduate major, attainment of master's or doctoral degree, enrollment status (part or full time), having moved from another state to return to school, and work setting desired after graduation. The two areas which differed from the 1989 ALA survey were designed to collect data concerning multilingual capabilities and the extent to which technological developments influenced students' decisions to enter graduate library school.

The title of the questionnaire was arrived at in an effort to inform respondents of the purpose of the survey. The group felt that more students would have an interest in completing a survey with a purpose which they understood and might even consider valuable. Information

was also included as to from whom the survey originated. Instructions as to where the survey should be placed upon completion immediately preceded the questions. Respondents were thanked at the beginning and end of the survey.

All of the questions were designed as closed questions, that is a fixed set of responses available. This type of question was chosen because of ease and speed of response. Another advantage to this type of question was the ease of tabulating results. In a few instances, undergraduate major and work setting desired, a place was provided for the respondent to check “other” and elaborate as to the meaning of “other” in the space provided. In another instance, a place was provided for respondents to name the country or state from which they moved to attend UT. Likert Scales were used to determine attitudes about various work settings respondents might choose upon graduation. A scale of “1 - 5” was used with “1” standing for “Not at All” and “5” meaning “Strongly Desire.” The group deliberated the possibility of eliminating the neutral choice of “3”, thus forcing respondents to choose to desire or not desire a particular setting. The decision against the elimination of the neutral choice was made because many people might desire a neutral stance in relation to fields. The group desired experience in working with attitude and multiple choice responses.

The survey was printed on the front and back of a single page of bright blue paper. The group considered brevity to be an important factor in receiving a high rate of return. Concern was voiced about the problem of respondents filling out the front page of the survey and not noticing the back page. To solve this problem, the word “OVER” was inserted at the bottom of the front side. The choice of blue paper was thought to be pleasing to the eye as well as easily identifiable as the survey. The hope was that respondents would notice the survey in their box or in their papers and complete and return it. The font size used was 14 for ease in reading the print

as well as space available for the response of a “check” or a written response. Blanks were placed in front of the word to be checked and responses were spaced widely apart in an attempt to limit confusion between blanks and words to which they corresponded.

Surveys were administered to the LIS 397.1, Research class, to test the readability, ambiguity, length, and other aspects of the survey. Many students who completed the test survey complimented the color and readability of the survey. Some of the questions were changed slightly and the addition of “Other” was included in the question concerning work settings. (Appendix 3,4)

### **3.2 Data Collection**

Use of a questionnaire via mail was considered to be the appropriate method to ascertain the answers to these questions. Administering the questionnaire via mail would avoid person to person interaction and assure anonymity of respondents. These surveys were targeted to a sample, UTGSLIS students enrolled in coursework in the summer 1999 session, of the larger population, all UTGSLIS students. To survey all students enrolled in the 1999 summer session, questionnaires were placed in mail boxes of these students. Every summer session student has a mailbox; mail labels are changed at the beginning of every semester. Every effort was made to encourage students to complete questionnaires. The research group requested that their classmates and students in other classes complete the surveys. The mailbox to which students were asked to return the surveys was conveniently located at the top of the mailboxes and a sign in the same color as the survey directed the students to “Return surveys here.” It was hoped that this would make it as easy as possible for students to locate the correct location to return the surveys, thus ensuring a large rate of return. Out of two hundred surveys placed in boxes,

seventy-five were returned. This rate of return of approximately 38% was considered to be a valid representation of the summer students.

### **3.3 Analysis of Data**

Surveys were collected and data entered into SPSS. The data was first entered as primarily nominal data. However, when analysis of the nominal data was attempted, the results were not as satisfactory as entering the data as ordinal data. Ordinal numbers were chosen to correspond with the responses and the nominal data was changed. An analysis of the frequency of responses was then made and printed in table and pie chart form.

## **4 RESULTS**

The majority of students in the sample were female (84%), age 25-29 years (33.3%), single (53.3%), and white (76%). The largest number of students entered with an undergraduate degree in either English (21.3%) or Education (22.7%). Students did not enter with a previous master's (88%) or doctoral degree (98.7%). Students, as a rule, are enrolled full time (69.3%) and are from Texas (74.7%). Out of state students moved from: Arizona, California, Indiana, Iowa, Louisiana, Massachusetts, Michigan, Ohio, Oregon, Tennessee, Virginia, Washington State, and Washington D.C. Few students consider themselves multilingual (18.7%). Some students entered a graduate library program because of technological developments (40%). Of the work settings preferred upon graduation, archives (62.7%), medical libraries (62.7%), and law libraries (57.3%) were chosen most frequently as a setting not preferred at all, while school libraries (36%) was chosen at least twice as often as any other setting strongly desired. Other work settings listed include: teaching in a community college or university, historic preservation, historic museum, computer software firm, institution with conservation lab, local history center,

market researcher(non-library, start up or venture capitol), network administration, publishing, computer networking, museum work, small prison library, and consulting firm. (Appendix 5)

## **5 CONCLUSIONS**

Gender of students has not changed since the 1989 ALA survey. The population of students is getting younger- an increase in 25-29 year olds from 20.3% to 33.3%. Married students have decreased ( 58.9% to 40%). White students have decreased from 93.7% to 76% while Hispanic students have increased from .8% to 17.3%. No real change has been made in numbers of students entering with previous graduate degrees or students entering from out of state. More students are enrolled full time (43.9% to 69.3%).

See Appendix 6

## **6 RECOMMENDATIONS**

For a more accurate profile of the demographics of the UTGSLIS population, surveys should be conducted in all three terms, fall, spring, and summer. The influx of teachers in the summer has probably affected the results of the survey. The sample of summer students is not reflective of all graduate students enrolled in a calendar year. Although small gains have been made in ethnic diversity among students, greater diversity is still needed particularly in the areas of gender and ethnicity. Follow up surveys could be conducted as frequently as every five years to ascertain the effect of an intentional recruitment of diverse students.

## **7 SUMMARY**

The research group sought to profile the graduate student body of the School of Library and Information Science at the University of Texas. A survey was formulated and distributed by mail. Forms were completed and returned at a rate of 38%. Results of the sample survey describe the typical student as single, white, female, below age 34, with an undergraduate degree in English or Education. Most did not hold a graduate degree prior to enrollment and are not bilingual. Students are primarily from Texas and enrolled full time. The favored profession is school librarian. The demographics of this student population are very similar to that of the entire graduate library student population in the U.S. in 1989. This group recommends further studies at other times of the year. In addition, the research group concurs with the findings of the ALA survey that greater diversity among graduate students is desirable.

# Appendix 1- Occupational Entry: Library and Information Science Students Attitude, Demographics and Aspirations Survey.

1. You are enrolled in the master's degree program for library and information science. (Please circle one number)

- 1 FULL-TIME
- 2 PART-TIME

2. Did you move from another state to study library and information science? (Please circle only one number)

- 1 YES
- 2 NO
- 3 NOT APPLICABLE - INTERNATIONAL STUDENT

If YES, please specify from which state: \_\_\_\_\_

3. To what extent do you want to work in the following positions for your first job?  
(Please circle appropriate number)

	Not at all			Very Much	
	1	2	3	4	5
ADMINISTRATION/MANAGEMENT	1	2	3	4	5
ADULT SERVICES	1	2	3	4	5
ARCHIVAL WORK	1	2	3	4	5
BIBLIOGRAPHIC INSTRUCTION	1	2	3	4	5
CATALOGING	1	2	3	4	5
COLLECTION DEVELOPMENT	1	2	3	4	5
COMPUTER SYSTEMS/AUTOMATION	1	2	3	4	5
EDUCATION/RESEARCH	1	2	3	4	5
FURTHER GRADUATE WORK	1	2	3	4	5
GOVERNMENT DOCUMENTS	1	2	3	4	5
INDEPENDENT LIBRARIAN /CONSULTANT	1	2	3	4	5
INDEXING/ABSTRACTING	1	2	3	4	5
INFORMATION BROKER	1	2	3	4	5

NETWORK AND/OR COOPERATIVE SYSTEM COORDINATOR	1	2	3	4	5
PUBLIC RELATIONS	1	2	3	4	5
REFERENCE SERVICE	1	2	3	4	5
SERVICE TO MINORITY COMMUNITIES	1	2	3	4	5
SYSTEMS ANALYST	1	2	3	4	5
TECHNICAL SERVICES	1	2	3	4	5
YOUTH SERVICES (INCLUDING CHILDREN)	1	2	3	4	5

4. To what extent do you desire to work in the following library and information position after graduating: (please circle the appropriate number)

	Not at All				Very Much
ARCHIVES	1	2	3	4	5
COMMUNITY COLLEGE	1	2	3	4	5
COMPUTER INDUSTRY	1	2	3	4	5
CORPORATE SPECIAL LIBRARY	1	2	3	4	5
GOVERNMENT LIBRARIES	1	2	3	4	5
LARGE COLLEGE OR UNIVERSITY LIBRARY	1	2	3	4	5
LAW LIBRARY	1	2	3	4	5
LIBRARY OF CONGRESS	1	2	3	4	5
MEDICAL LIBRARY	1	2	3	4	5
MODERATE TO LARGE PUBLIC LIBRARY	1	2	3	4	5
RESEARCH FACILITY	1	2	3	4	5
RURAL PUBLIC LIBRARY	1	2	3	4	5
SCHOOL LIBRARY/MEDIA CENTER	1	2	3	4	5
SMALL COLLEGE LIBRARY	1	2	3	4	5

SMALL PUBLIC LIBRARY	1	2	3	4	5
SPECIAL LIBRARY - NOT CORPORATE	1	2	3	4	5
STATE LIBRARY	1	2	3	4	5

5. You are: (please circle appropriate number)

- 1 Male
- 2 Female

6. Family status: (please circle appropriate number)

- 1. SINGLE
- 2. SINGLE PARENT
- 3. IN A LONG-TERM COMMITTED RELATIONSHIP - NOT MARRIED
- 4. IN A LONG-TERM COMMITTED RELATIONSHIP - MARRIED
- 5. SEPARATED, DIVORCED, WIDOWED

7. Do you consider your race/ethnic background to be: (please circle appropriate number)

- 1. AMERICAN INDIAN/Alaskan NATIVE
- 2. ASIAN/PACIFIC ISLANDER
- 3. HISPANIC
- 4. BLACK
- 5. WHITE

8. What state do you consider your home?

\_\_\_\_\_

## Appendix 2- Occupational Entry: Library and Information Science Students Attitude, Demographics and Aspirations Survey.

### LISSADA COLLEGE MAJOR CODES AND CATEGORIES

#### ARTS AND HUMANITIES

1	Architecture	102	General Studies/Liberal Arts
2	English/Literature	105	Art History
3	Fine Arts/Studio Art	113	Women's Studies
4	History	123	Humanities
5	Journalism	124	Folklore
6	Language	126	Publishing
7	Language — Ancient	130	Creative Writing/Rhetoric
8	Music	110	Museum Studies
9	Philosophy		
10	Speech and Drama		
11	Theology		
12	Medieval Studies		
13	Double Major — Arts and Humanities		
14	Two year Degree		
15	Classics		
16	Comparative Literature		
17	Linguistics		
18	Children's Literature		
19	Literature/Studies: except American		
100	American Studies		

#### BIOLOGICAL SCIENCES

20	Biological Science	27	Microbiology
21	Biology	28	Animal Science
22	Biochemistry	29	Double Major in Biological Science
23	Biophysics	125	Entomology
24	Botany	132	Food Science
25	Physiology	133	Horticulture
26	Zoology	136	Marine Science

#### PHYSICAL SCIENCE

50	Physical Science
51	Chemistry
52	Earth Science/Geology
53	Math
54	Physics
55	Statistics
56	Two year degree
83	Computer Science

## **LAW AND MEDICINE**

61	Health Technology (Medical, Dental and Lab)
62	Nursing
63	Pharmacy
64	Pre-dentistry or Dentistry
65	Pre-law or Law
66	Pre-med. or Medicine
67	Premed or Veterinary
68	Therapy: Occupational, Physical, Speech, Recreational

## **SOCIAL SCIENCES**

70	Social Sciences	118	Behavioral Disorders
71	Anthropology	103	Communicative Disorders
109	Archeology	79	Double Major
101	Geography	127	Guidance
72	Economics	114	Genealogy
74	Political Science/Government	115	Family and Local History
75	Psychology	87	Home Economics
76	Social Work	106	International Relations
77	Sociology	128	Human Resources
78	Counseling		

## **BIOLOGICAL SCIENCES**

139	Genetics
116	Dietetics and Nutrition

## **BUSINESS**

30	Business	121	Management Information Systems
31	Accounting	131	Double Degree in Business
32	Advertising	39	Two year Degree in Business
33	Business Administration/Management		
35	Secretarial Studies		
36	Public Relations		
37	Marketing		
38	Public Administration		

## **ENGINEERING**

43	Chemical
44	Electrical
45	Industrial

## **EDUCATION AND RELATED DEGREES**

73	Education
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731	Elementary Education
732	Secondary Education
733	Teaching Certification
734	Art Education
735	Educational Media
736	Special Education
737	Music Education
738	Business Education
739	Health Education
104	Instructional Media
108	School Administration

#### **LIBRARY SCIENCE AND INFORMATION SCIENCE**

89	Library Science
895	Library Science Certification
111	Information Science
107	Medical Information Science
117	Archives Administration

#### **DEGREES NOT CLASSIFIED ELSEWHERE**

81	Agriculture
82	Communications
138	Media Technology
119	Urban and Regional Planning
92	Graphic Arts/Design
122	Clothing and Textiles
134	Hotel Management and Tourism
135	Natural Resources
124	Occupational Safety and Health
120	Law Enforcement /Criminal Justice
91	Physical Education and Recreation
99	Undecided

## APPENDIX 3

*Original Survey*

### **THE DEMOGRAPHICS OF GSLIS STUDENTS- Have They Changed Since 1990?**

Please fill in the following survey prepared by Research, LIS 397.1 students. Thank you

1. Gender  
 Male       Female
2. Age  
 Years
3. Marital Status  
 Single       Married
4. Ethnicity  
 American Indian  
 Asian  
 Black  
 Hispanic  
 White  
 Other
5. Are you multilingual?  
 Yes       No
6. What was your undergraduate major?  
 English  
 Education  
 Social Sciences  
 Arts & Humanities  
 History  
 Language  
 Library & Information Science  
 Biological Sciences  
 Business  
 Physical Science  
 Law & Medicine  
 Engineering  
 Other
7. Do you already have a master's degree?  
 Yes       No
8. Do you already have a doctoral degree?  
 Yes       No.

9. Were computer related technological advances a factor in your decision to enter GSLIS?

Yes       No

10. Are you enrolled?

Part-Time       Full-Time

11. Is your enrollment status?

In-State

Out-of-State

International      \_\_\_\_\_ Country

12. What is your program within GSLIS?

Librarianship

Archival & Records Enterprise

Learning Resources

Preservation and Conservation Studies

Information Science

Undecided

13. What type of work setting do you desire upon graduation?

School Library Media Center

Small Academic Library

Large Academic Library

Small Public Library

Medium-to-Large Public Library

Special (non-corporate) Library

Corporate Setting

Research Facility

Other      \_\_\_\_\_

14. What type of position do you prefer upon graduation?

Education

Research

Reference

Service to Minorities

Computers

Other      \_\_\_\_\_

15. Geographic limitation after graduation?

Northeast

South

West

Midwest

**APPENDIX 4****THE DEMOGRAPHICS OF GSLIS STUDENTS****Final Survey****Have They Changed Since the 1989 ALA Survey of GSLIS Students?**

Please fill in the following survey prepared by Research, LIS 397.1 students. Place completed surveys in Diana San Miguel's box located at the top of the boxes. If you have already completed this blue survey form, please disregard. Thank you.

1. Gender

Male

Female

2. Age

Years

3. Marital Status

Single

Married

Divorced

Widowed

4. What do you consider your ethnic background to be?

American Indian/ Alaskan Native

Hispanic

Asian/ Pacific Islander

White

Black

Other

5. Do you consider yourself to be multilingual?

Yes

No

6. What was your undergraduate major?

English

Biological Sciences

Education

Business

Social Sciences

Physical Science

Arts & Humanities

Law & Medicine

History

Engineering

Language

Math

Library & Information Science

Other, \_\_\_\_\_

7. Did you have a master's degree before entering UTGSLIS?

Yes

No

8. Did you have a doctoral degree before entering UTGSLIS?

Yes

No

9. Were technological developments (e.g. WWW) a factor in your decision to enter a graduate program in library and information science?

Yes

No

10. How are you enrolled in the UTGSLIS program?

Part-Time

Full-Time (9 hrs. Fall, Spring or 6 hrs. Summer)

OVER

11. Did you move from another state to study LIS at UT?

Yes, \_\_\_\_\_ State

No

Not Applicable - International Student

Country? \_\_\_\_\_

12. To what extent do you desire to work in the following LIS settings for your first position after graduating?

	Not	At All		Strongly	Desire
	1	2	3	4	5
Archives.....	1	2	3	4	5
Community College.....	1	2	3	4	5
Computer Industry.....	1	2	3	4	5
Corporate Special Library.....	1	2	3	4	5
Government Libraries.....	1	2	3	4	5
Large College or University Library.....	1	2	3	4	5
Law Library .....	1	2	3	4	5
Library of Congress.....	1	2	3	4	5
Medical Library .....	1	2	3	4	5
Moderate to Large Public Library.....	1	2	3	4	5
Research Facility.....	1	2	3	4	5
Rural Public Library.....	1	2	3	4	5
School Library/ Media Center.....	1	2	3	4	5
Small College Library.....	1	2	3	4	5
Small Public Library.....	1	2	3	4	5
Special Library- Not Corporate.....	1	2	3	4	5
State Library.....	1	2	3	4	5

13. Is there another work setting, not mentioned above, that you desire for your first position after graduation? \_\_\_\_\_

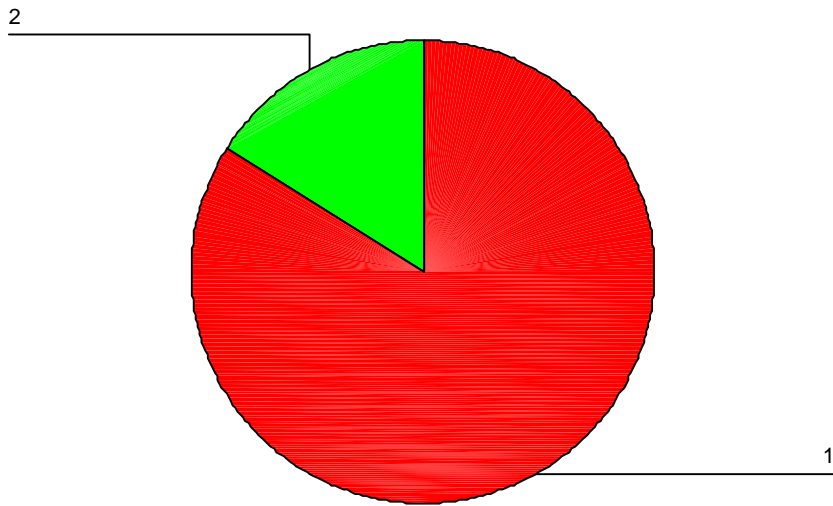
Thank you for your time

# GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	63	84.0	84.0	84.0
Male	12	16.0	16.0	100.0
Total	75	100.0	100.0	



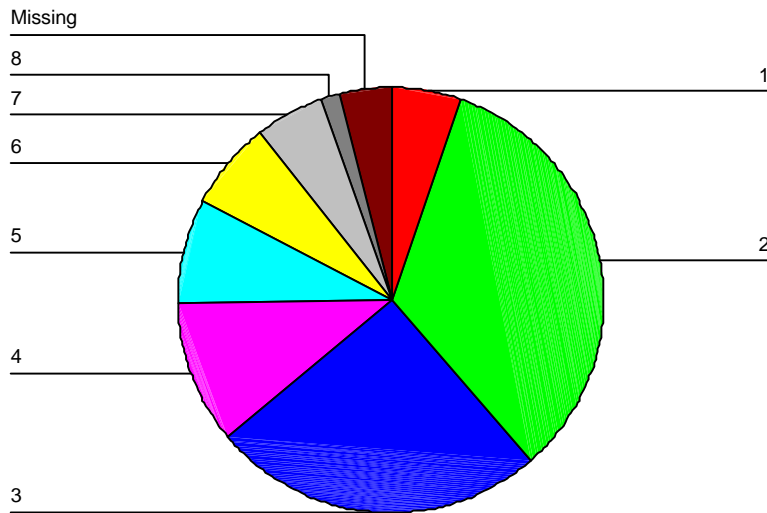
# GENDER



AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
20-24	4	5.3	5.6	5.6
25-29	25	33.3	34.7	40.3
30-34	19	25.3	26.4	66.7
35-39	8	10.7	11.1	77.8
40-44	6	8.0	8.3	86.1
45-49	5	6.7	6.9	93.1
50-54	4	5.3	5.6	98.6
55+	1	1.3	1.4	100.0
Total	72	96.0	100.0	
Missing	3	4.0		
Total	75	100.0		

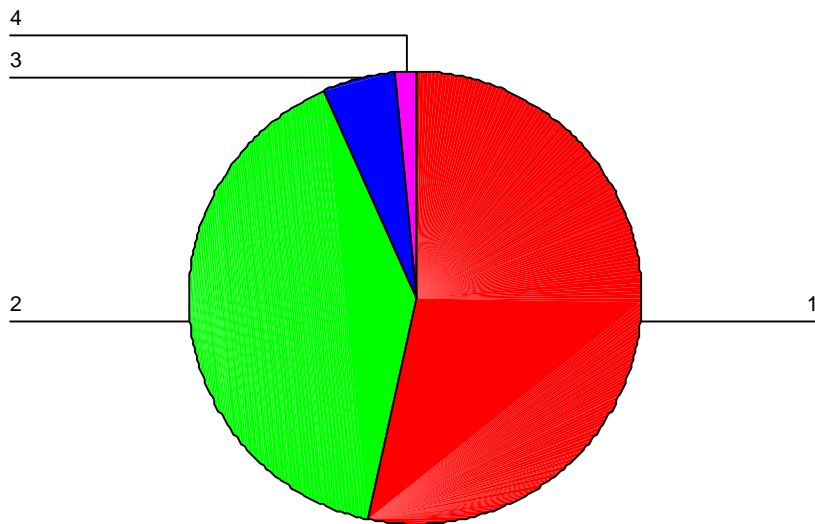
AGE



### MARITAL

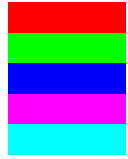
	Frequency	Percent	Valid Percent	Cumulative Percent
Single	40	53.3	53.3	53.3
Married	30	40.0	40.0	93.3
Divorced	4	5.3	5.3	98.7
Widowed	1	1.3	1.3	100.0
Total	75	100.0	100.0	

### MARITAL

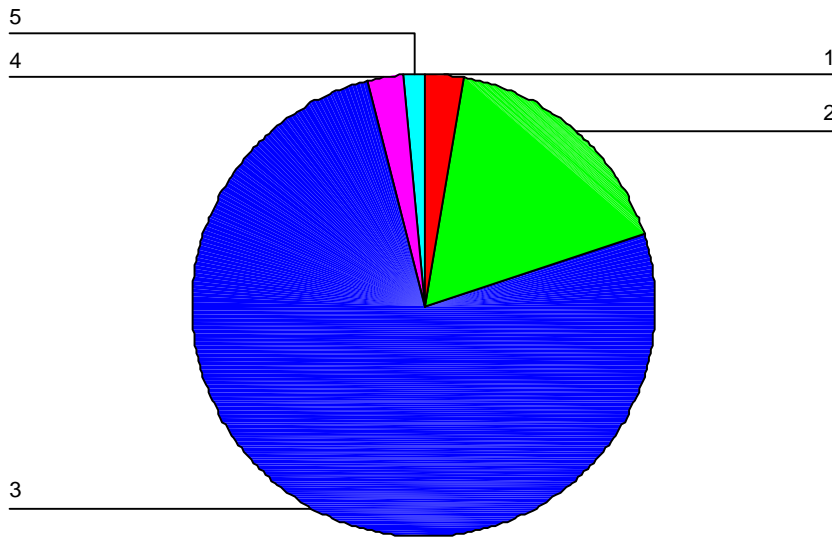


ETHNICIT

	Frequency	Percent	Valid Percent	Cumulative Percent
Asian	2	2.7	2.7	2.7
Hispanic	13	17.3	17.3	20.0
White	57	76.0	76.0	96.0
Other	2	2.7	2.7	98.7
Black	1	1.3	1.3	100.0
Total	75	100.0	100.0	



ETHNICIT

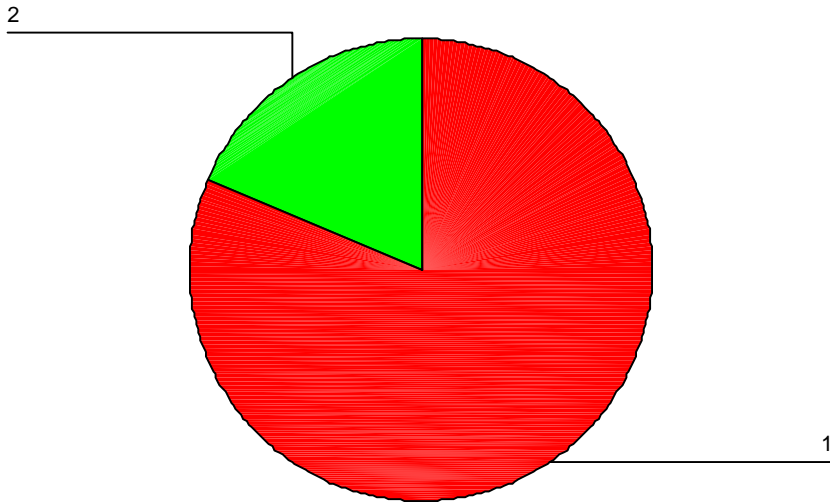


MULTILINGUAL

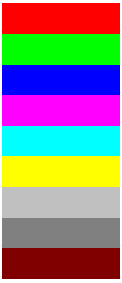
	Frequency	Percent	Valid Percent	Cumulative Percent
No	61	81.3	81.3	81.3
Yes	14	18.7	18.7	100.0
Total	75	100.0	100.0	



MULTILIN

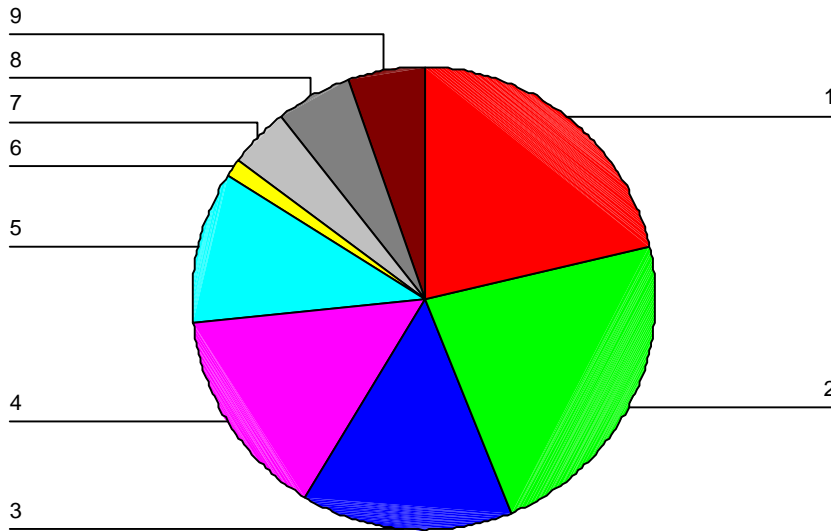


MAJOR



	Frequency	Percent Valid	Percent	Cumulative Percent
English	16	21.3	21.3	21.3
Education	17	22.7	22.7	44.0
Social Sciences	11	14.7	14.7	58.7
Arts & Humanities	11	14.7	14.7	73.3
History	8	10.7	10.7	84.0
Language	1	1.3	1.3	85.3
Biological Sciences	3	4.0	4.0	89.3
Business	4	5.3	5.3	94.7
Other	4	5.3	5.3	100.0
Total	75	100.0	100.0	

MAJOR

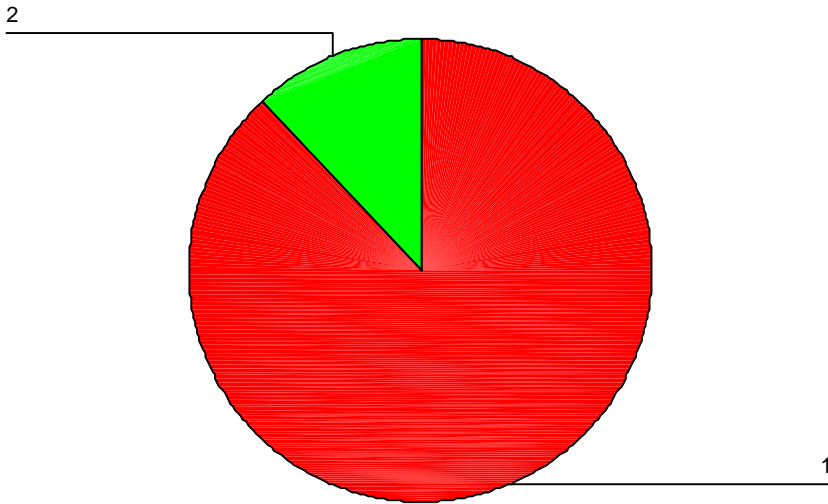


MASTERS

	Frequency	Percent	Valid Percent	Cumulative Percent
NO	66	88.0	88.0	88.0
YES	9	12.0	12.0	100.0
Total	75	100.0	100.0	



MASTERS

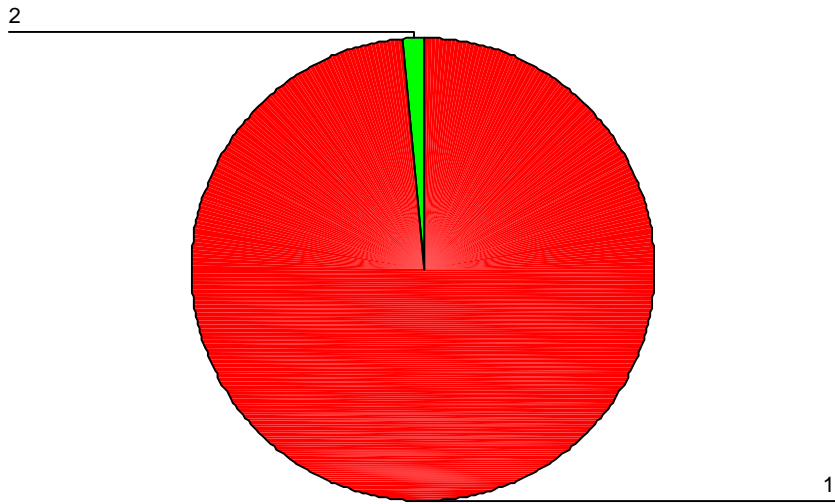


PHD

	Frequency	Percent	Valid Percent	Cumulative Percent
No	74	98.7	98.7	98.7
Yes	1	1.3	1.3	100.0
Total	75	100.0	100.0	



PHD

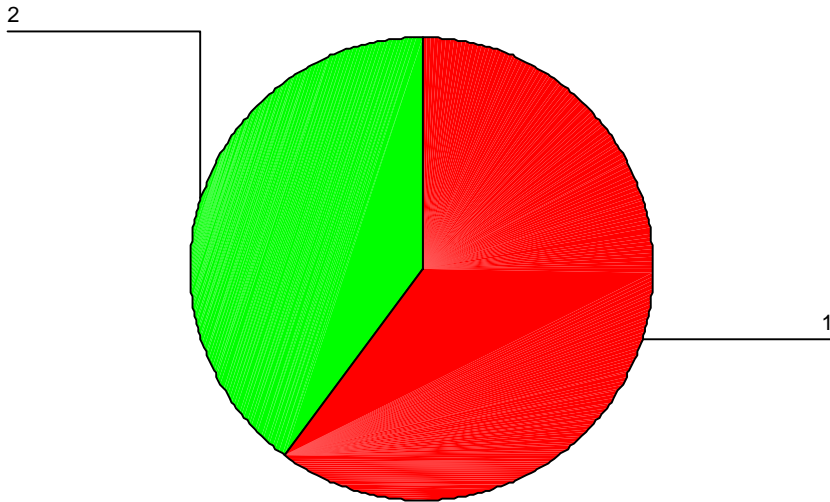


TECH

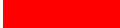



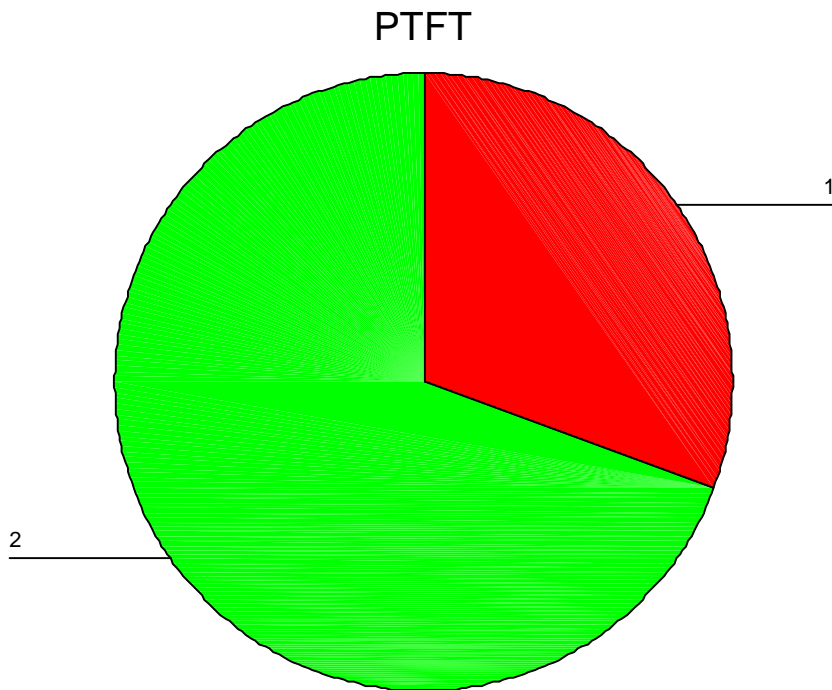
	Frequency	Percent	Valid Percent	Cumulative Percent
No	45	60.0	60.0	60.0
Yes	30	40.0	40.0	100.0
Total	75	100.0	100.0	

TECH



PTFT

	Frequency	Percent	Valid Percent	Cumulative Percent
 Part Time	23	30.7	30.7	30.7
 Full Time	52	69.3	69.3	100.0
Total	75	100.0	100.0	

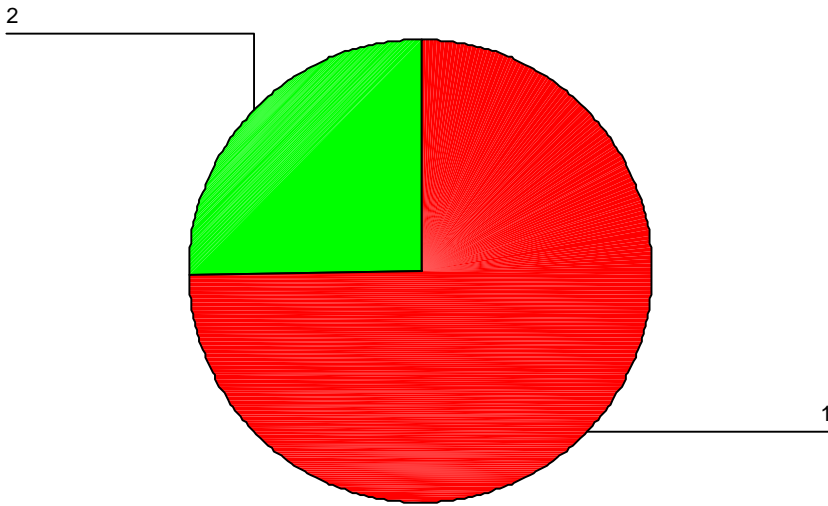


MOVE

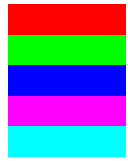
	Frequency	Percent	Valid Percent	Cumulative Percent
No	56	74.7	74.7	74.7
Yes	19	25.3	25.3	100.0
Total	75	100.0	100.0	



MOVE

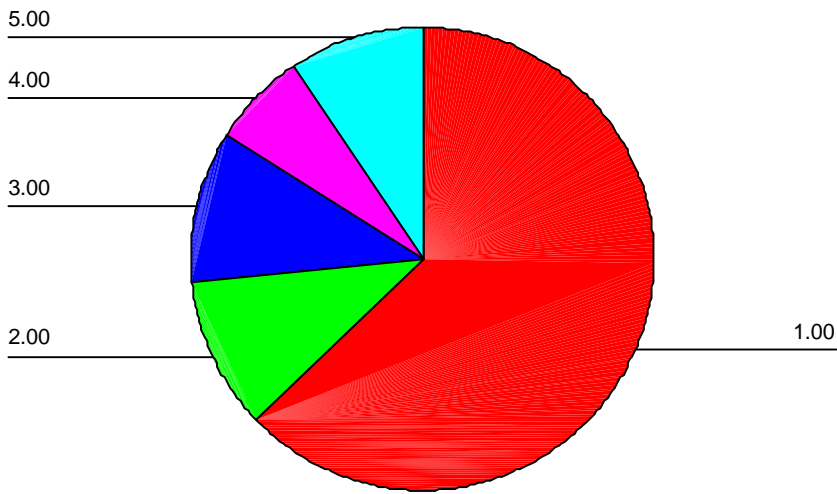


ARCHIVES








	Frequency	Percent Valid	Percent	Cumulative Percent
Not at all-1	47	62.7	62.7	62.7
2	8	10.7	10.7	73.3
3	8	10.7	10.7	84.0
4	5	6.7	6.7	90.7
Strongly Desire-5	7	9.3	9.3	100.0
Total	75	100.0	100.0	

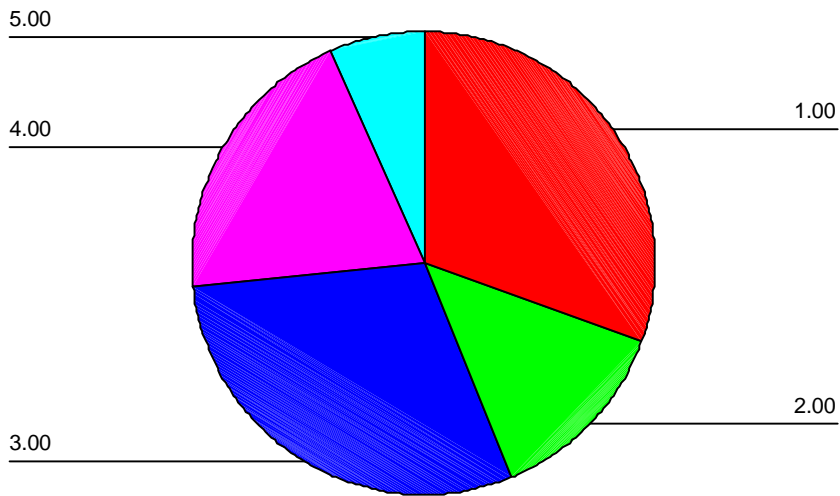
ARCHIVES



COMMUNITY COLLEGE

		Frequency	Percent Valid	Percent	Cumulative Percent
	Not at all-1	23	30.7	30.7	30.7
	2	10	13.3	13.3	44.0
	2	22	29.3	29.3	73.3
	4	15	20.0	20.0	93.3
	Strongly Desire-5	5	6.7	6.7	100.0
	Total	75	100.0	100.0	

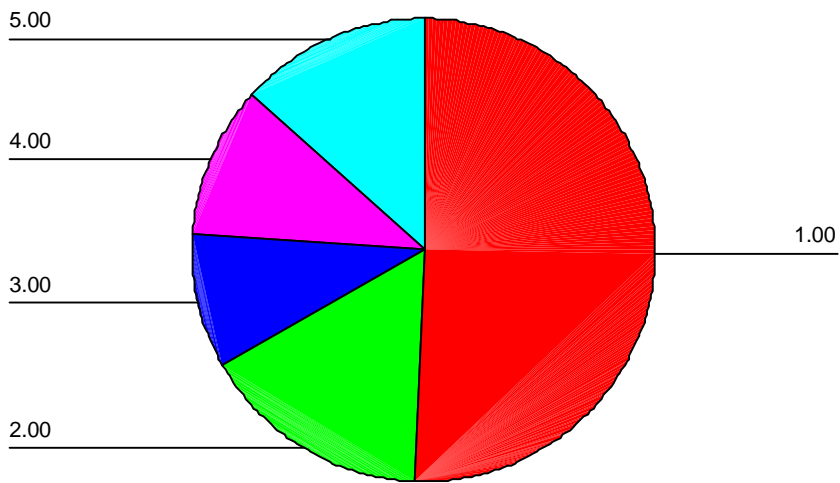
COMMCOLL



COMPUTER INDUSTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Not at all-1	38	50.7	50.7	50.7	50.7
2	12	16.0	16.0	66.7	66.7
3	7	9.3	9.3	76.0	76.0
4	8	10.7	10.7	86.7	86.7
Strongly Desire-5	10	13.3	13.3	100.0	100.0
Total	75	100.0	100.0		

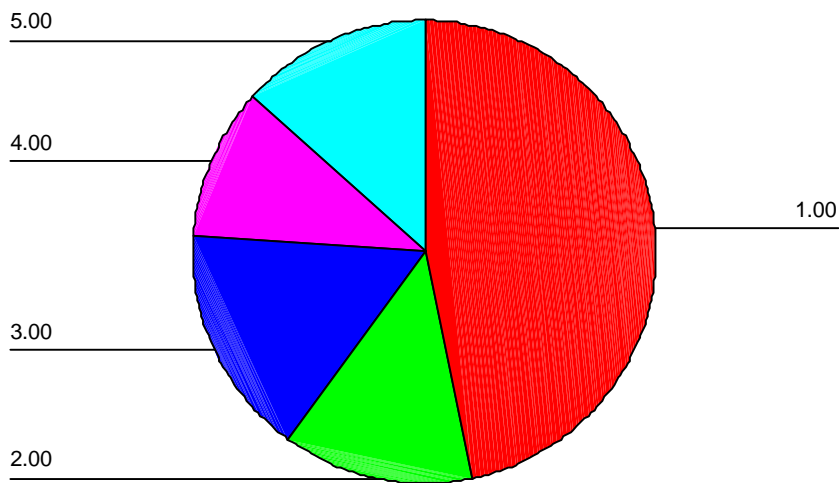
COMPIND








CORPORATE SPECIAL LIBRARY

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all-1	35	46.7	46.7	46.7
2	10	13.3	13.3	60.0
3	12	16.0	16.0	76.0
4	8	10.7	10.7	86.7
Strongly Desire-5	10	13.3	13.3	100.0
Total	75	100.0	100.0	

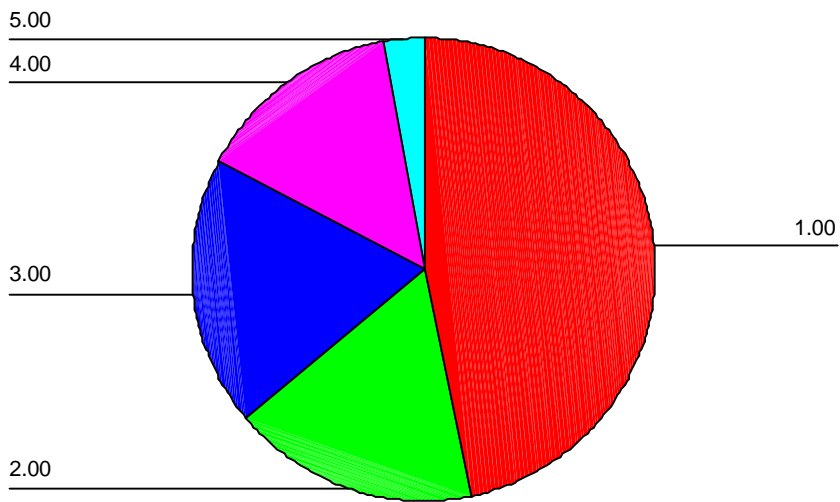
CORPSPEC








GOVERNMENT LIBRARY

		Frequency	Percent	Valid Percent	Cumulative Percent
	Not at all-1	35	46.7	46.7	46.7
	2	13	17.3	17.3	64.0
	3	14	18.7	18.7	82.7
	4	11	14.7	14.7	97.3
	Strongly Desire-5	2	2.7	2.7	100.0
	Total	75	100.0	100.0	

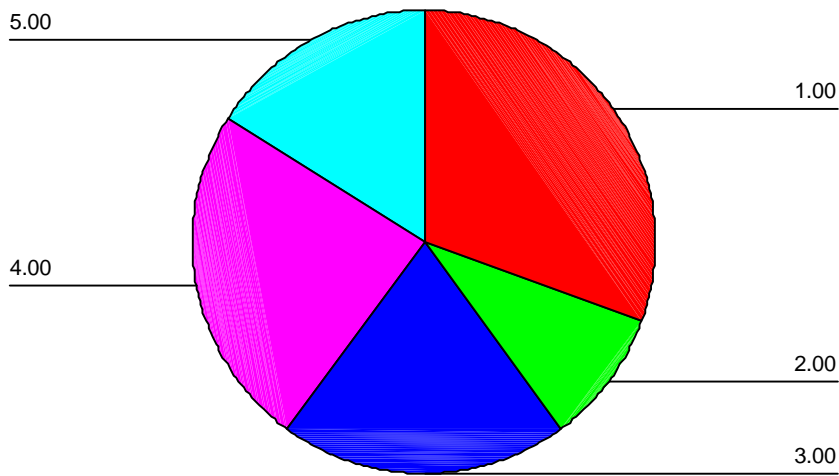
GOVTLIB



LARGE COLLEGE OR UNIVERSITY LIBRARY

		Frequency	Percent Valid	Percent	Cumulative Percent
	Not at all-1	23	30.7	30.7	30.7
	2	7	9.3	9.3	40.0
	3	15	20.0	20.0	60.0
	4	18	24.0	24.0	84.0
	Strongly Desire-5	12	16.0	16.0	100.0
	Total	75	100.0	100.0	

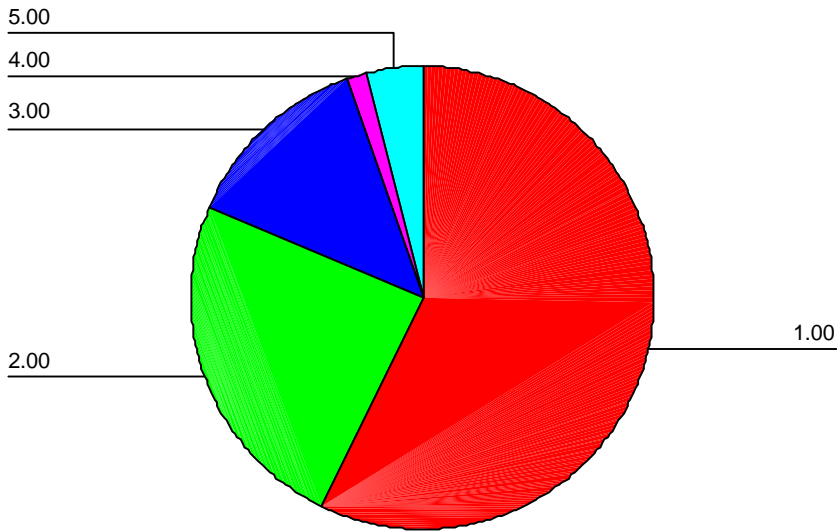
LGCOLUN



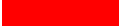




LAW LIBRARY

	Frequency	Percent Valid	Percent	Cumulative Percent
Not at all-1	43	57.3	57.3	57.3
2	18	24.0	24.0	81.3
3	10	13.3	13.3	94.7
4	1	1.3	1.3	96.0
Strongly Desire-5	3	4.0	4.0	100.0
Total	75	100.0	100.0	

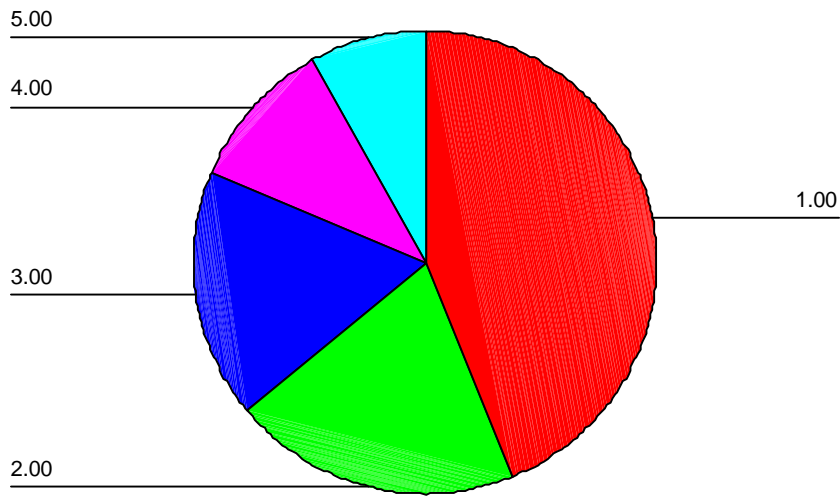
LAWLIB



LIBRARY OF CONGRESS

		Frequency	Percent Valid	Percent	Cumulative Percent
	Not at all-1	33	44.0	44.0	44.0
	2	15	20.0	20.0	64.0
	3	13	17.3	17.3	81.3
	4	8	10.7	10.7	92.0
	Strongly Desire-5	6	8.0	8.0	100.0
	Total	75	100.0	100.0	

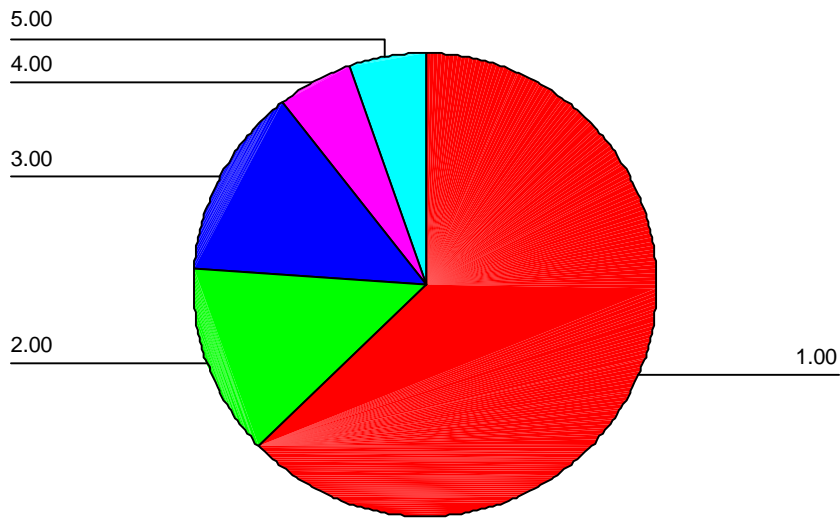
LIBCONG



MEDICAL LIBRARY

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all-1	47	62.7	62.7	62.7
2	10	13.3	13.3	76.0
3	10	13.3	13.3	89.3
4	4	5.3	5.3	94.7
Strongly Desire-5	4	5.3	5.3	100.0
Total	75	100.0	100.0	

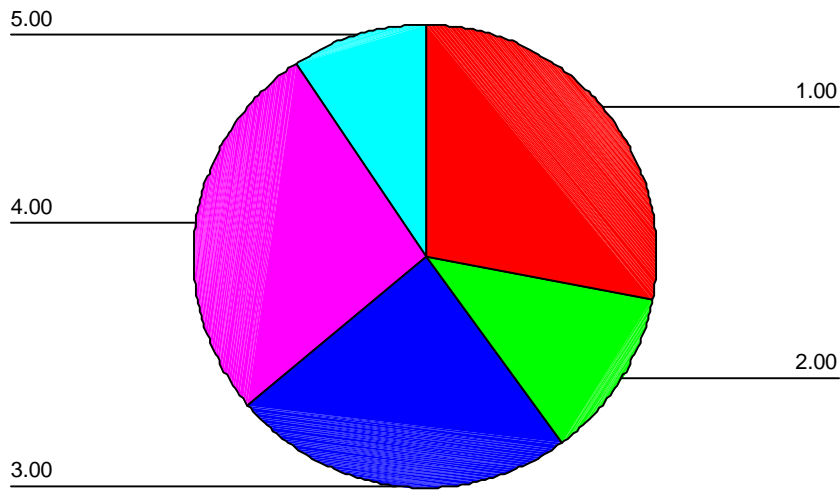
MEDLIB









MODERATE TO LARGE PUBLIC LIBRARY

	Frequency	Percent Valid	Percent	Cumulative Percent
Not at all-1	21	28.0	28.0	28.0
2	9	12.0	12.0	40.0
3	18	24.0	24.0	64.0
4	20	26.7	26.7	90.7
Strongly Desire-5	7	9.3	9.3	100.0
Total	75	100.0	100.0	

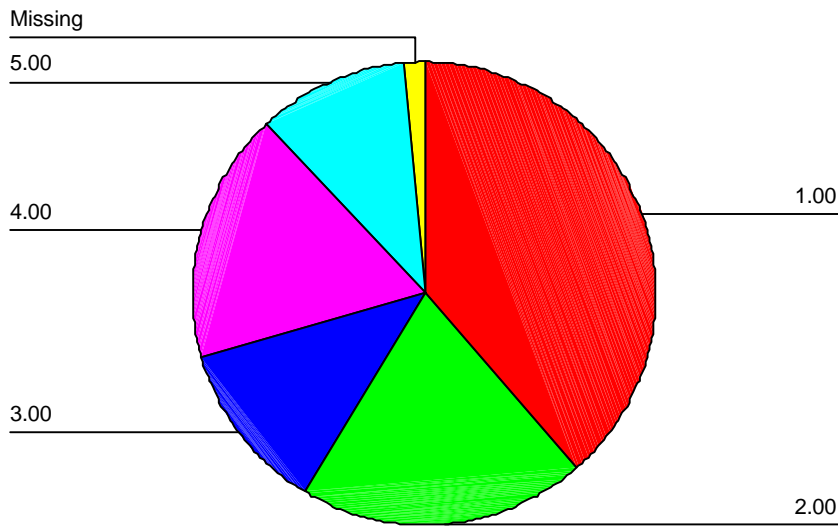
MODPUB



RESEARCH FACILITY

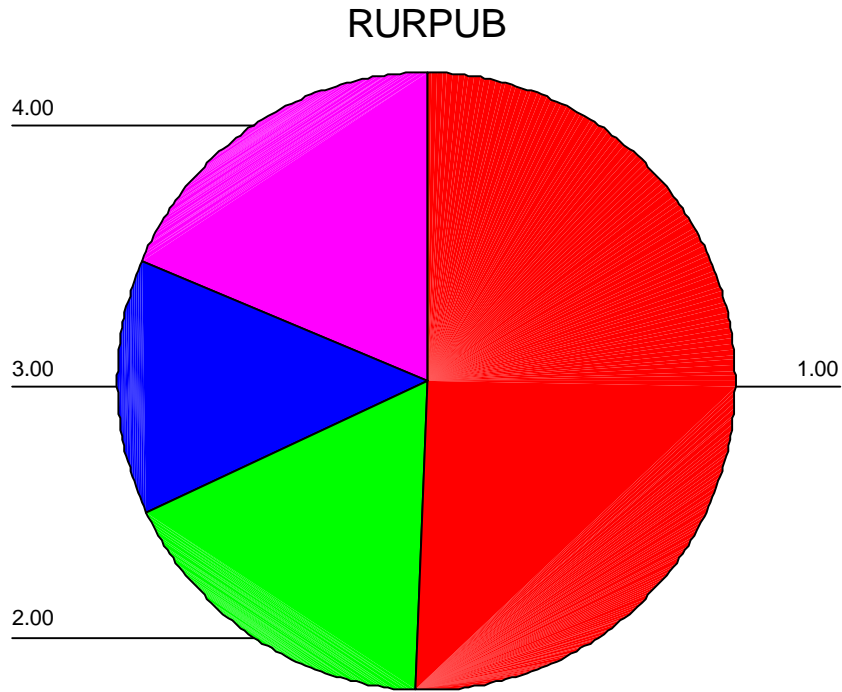
		Frequency	Percent Valid	Percent Cumulative	Percent
	Not at all-1	29	38.7	39.2	39.2
	2	15	20.0	20.3	59.5
	3	9	12.0	12.2	71.6
	4	13	17.3	17.6	89.2
	Strongly Desire-5	8	10.7	10.8	100.0
	Total	74	98.7	100.0	
	Missing	1	1.3		
	Total	75	100.0		

RESEARCH








RURAL PUBLIC LIBRARY

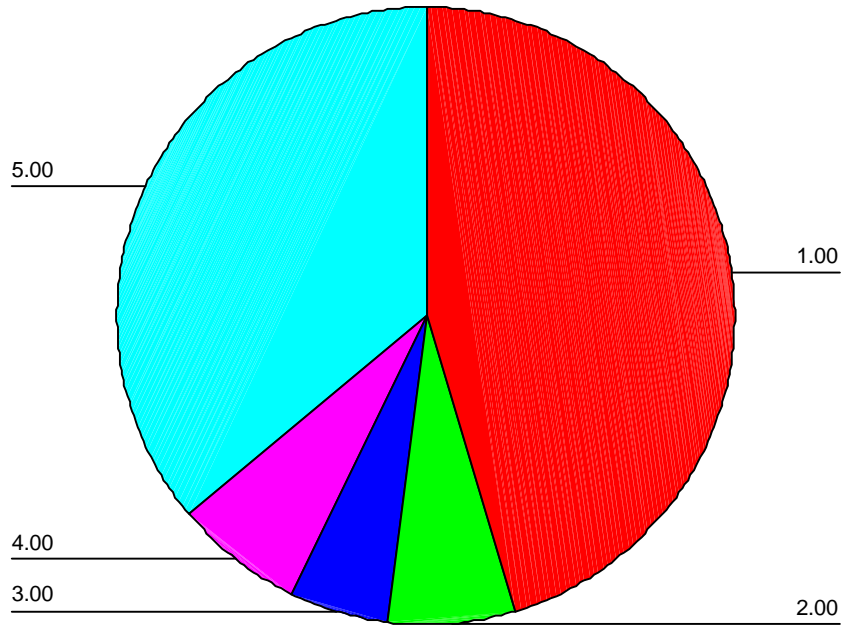
	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all-1	38	50.7	50.7	50.7
2	13	17.3	17.3	68.0
3	10	13.3	13.3	81.3
4	14	18.7	18.7	100.0
Total	75	100.0	100.0	








SCHOOL LIBRARY/MEDIA CENTER

		Frequency	Percent Valid	Percent Cumulative	Percent
	Not at all-1	34	45.3	45.3	45.3
	2	5	6.7	6.7	52.0
	3	4	5.3	5.3	57.3
	4	5	6.7	6.7	64.0
	Strongly Desire-5	27	36.0	36.0	100.0
	Total	75	100.0	100.0	

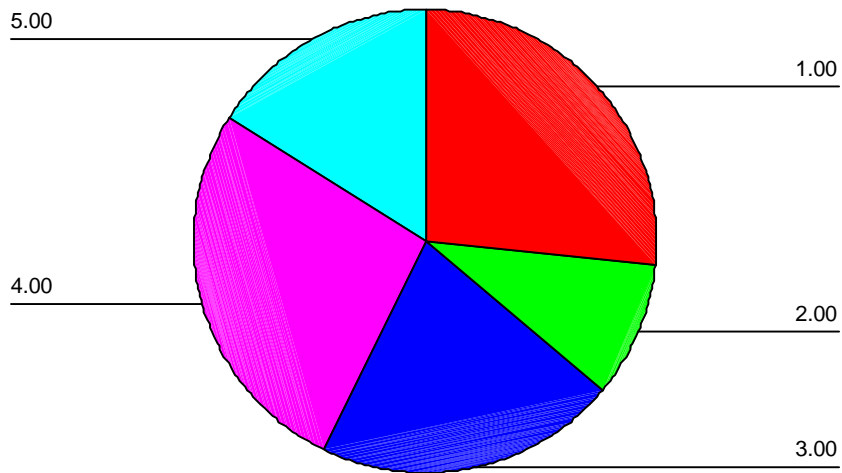
SCHOOL



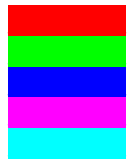
SMALL COLLEGE LIBRARY

		Frequency	Percent	Valid Percent	Cumulative Percent
	Not at all-1	20	26.7	26.7	26.7
	2	7	9.3	9.3	36.0
	3	16	21.3	21.3	57.3
	4	20	26.7	26.7	84.0
	Strongly Desire-5	12	16.0	16.0	100.0
	Total	75	100.0	100.0	

SMCOLL

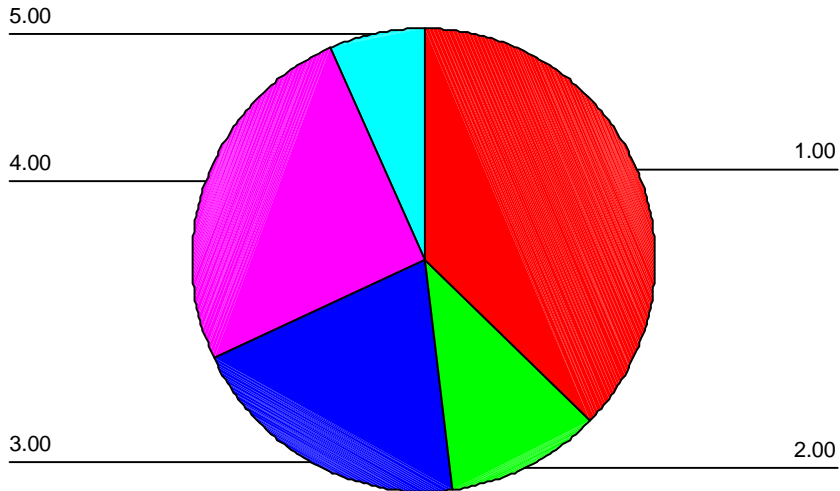


SMALL PUBLIC LIBRARY


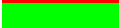





	Frequency	Percent Valid	Percent	Cumulative Percent
Not at all-1	28	37.3	37.3	37.3
2	8	10.7	10.7	48.0
3	15	20.0	20.0	68.0
4	19	25.3	25.3	93.3
Strongly Desire5	5	6.7	6.7	100.0
Total	75	100.0	100.0	

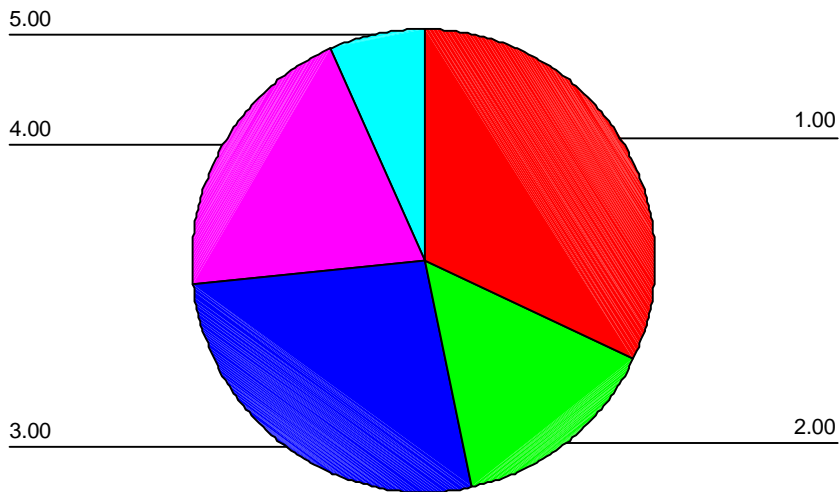
SMPUB



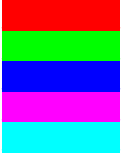
SPECIAL LIBRARY-NOT CORPORATE

		Frequency	Percent Valid	Percent Cumulative	Percent
	Not at all-1	24	32.0	32.0	32.0
	2	11	14.7	14.7	46.7
	3	20	26.7	26.7	73.3
	4	15	20.0	20.0	93.3
	Strongly Desire-5	5	6.7	6.7	100.0
	Total	75	100.0	100.0	

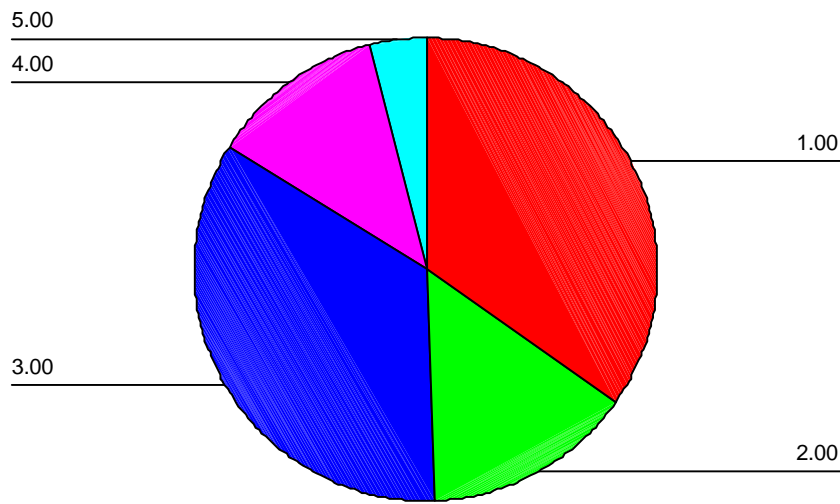
SPNONCOR



STATE LIBRARY

		Frequency	Percent Valid	Percent	Cumulative Percent
	Not at all-1	26	34.7	34.7	34.7
	2	11	14.7	14.7	49.3
	3	26	34.7	34.7	84.0
	4	9	12.0	12.0	96.0
	Strongly Desire-5	3	4.0	4.0	100.0
	Total	75	100.0	100.0	

STATELIB

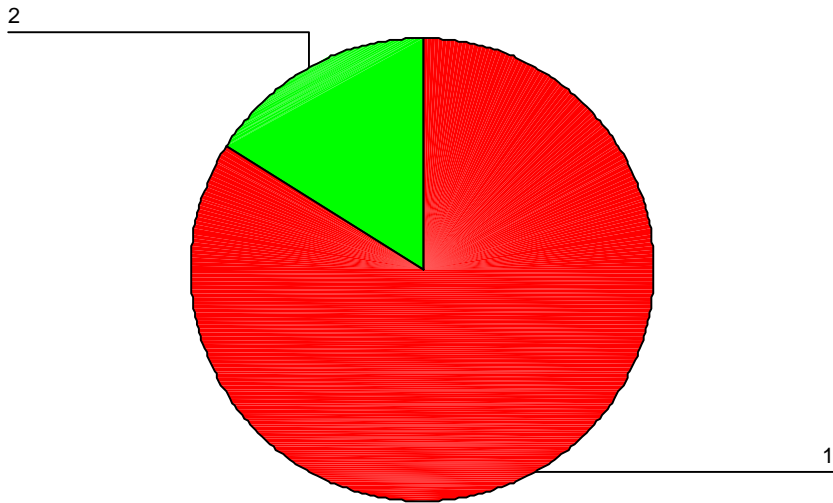


OTHER WORK

	Frequency	Percent	Valid Percent	Cumulative Percent
1	63	84.0	84.0	84.0
2	12	16.0	16.0	100.0
Total	75	100.0	100.0	



OTHWORK



## APPENDIX 6

*Final Survey*

### THE DEMOGRAPHICS OF GSLIS STUDENTS- Have They Changed Since the 1989 ALA Survey of GSLIS Students?

1999 Survey 1989 Survey

Please fill in the following survey prepared by Research, LIS 397.1 students. Thank you.

1. Gender

16% 19.1% Male 84% 80.9% Female

2. Age

5.3%	7.1%	20-24Years	8.0%	17.3%	40-44
33.3%	20.3%	25-29	6.7%	9.3%	45-49
25.3%	19.4%	30-34	5.3%	4.5%	50-54
10.7%	19.8%	35-39	1.3%	2.1%	55+
			4.0%		Missing

3. Marital Status

53.3% 34.8% Single 40% 58.9% Married 6.6% 6.3% Divorced & Widowed

4. What do you consider your ethnic background to be?

0%	0.6%	American Indian/ Alaskan Native
2.7%	1.1%	Asian/ Pacific Islander
1.3%	3.7%	Black
17.3%	0.8%	Hispanic
76.0%	93.7%	White
2.7%		Other

5. Do you consider yourself to be multilingual?

18.7% NA Yes 81.3% NA No

6. What was your undergraduate major?

21.3%	18.5%	English	4.0%	3.8%	Biological Sciences
22.7%	16.4%	Education	5.3%	3.2%	Business
14.7%	15.7%	Social Sciences	0%	2.7%	Physical Science
14.7%	15.6%	Arts & Humanities	0%	1.3%	Law & Medicine
10.7%	10.5%	History	0%	0.4%	Engineering
1.3%	5.1%	Language	5.3%	NA	Other
0%	3.9%	Library & Information Science			

7. Did you have a master's degree before entering UTGSLIS?

12% 21.6% Yes 88% 78.4% No

8. Did you have a doctoral degree before entering UTGSLIS??

1.3% 2.5% Yes 98.7% 97.5% No

9. Were technological advances (e.g. WWW) a factor in your decision to enter a graduate program in library and information science?

40% NA Yes 60% NA No

10. How are you enrolled in the UTGSLIS program?

30.7% 56.1% Part-Time 69.3% 43.9% Full-Time

(9 hrs. Fall / Spring or 6 hrs. Summer)

11. Did you move from another state to study LIS?

25.3% 14.9% Yes

*Other states:*

- Arizona-3
- California-1
- Indiana-1
- Iowa-1
- Louisiana-2
- Massachusetts-1
- Michigan-1
- Ohio-1
- Oregon-3
- Tennessee-1
- Virginia-1
- Washington State-1
- Washington D.C.-1

74.7% 80.9% No

4.2% Not Applicable - International Student

Country? \_\_\_\_\_

12. To what extent do you desire to work in the following LIS settings for your first position after graduating?

	Not At All					Strongly Desire				
	1	2	3	4	5	1	2	3	4	5
Archives	45.5	18.7	17.9	9.9	7.9	62.7	10.7	10.7	6.7	9.3
Community College	26.9	17.7	26.6	20.7	8.0	30.7	13.3	29.3	20.0	6.7
Computer Industry	45.1	21.8	17.36	9.7	5.9	20.7	16.0	9.3	10.7	13.3
Corporate Special Library	1	2	3	4	5					

		32.3	17.7	19.9	17.0	13.1
		46.7	13.3	16	10.7	13.3
Government Libraries	1	2	3	4	5	
		35.7	18.1	23.3	15.8	7.1
		46.7	17.3	18.7	14.7	2.7
Large College or University Library	1	2	3	4	5	
		21.2	13.0	20.5	22.6	22.7
		30.7	9.3	20.0	24.0	16.0
Law Library	1	2	3	4	5	
		47.4	20.7	17.5	8.5	5.9
		57.3	24	13.3	1.3	4.0
Library of Congress	1	2	3	4	5	
		39.0	16.6	19.8	14.9	9.8
		44	20	17.3	10.7	8
Medical Library	1	2	3	4	5	
		50.8	18.4	16.1	8.3	6.4
		62.7	13.3	13.3	5.3	5.3
Moderate to Large Public Library	1	2	3	4	5	
		21.0	13.2	22.2	25.4	18.2
		28	12	24	26.7	9.3
Research Facility	1	2	3	4	5	
		23.2	13.9	22.1	25.4	15.5
		38.7	20	12	17.3	10.7
Rural Public Library	1	2	3	4	5	
		37.0	18.9	20.3	15.9	7.9
		20.7	17.3	13.3	18.7	0
School Library! Media Center	1	2	3	4	5	
		45.7	14.2	11.8	8.6	19.8
		45.3	6.7	5.3	6.7	36
Small College Library	1	2	3	4	5	
		21.1	12.0	22.8	27.7	16.4
		26.7	9.3	21.3	26.7	16
Small Public Library	1	2	3	4	5	
		27.0	17.0	21.6	21.4	13.0
		37	10.7	20	25.3	6.7
Special Library- Not Corporate	1	2	3	4	5	
		21.6	12.3	23.7	25.5	16.8
		32	14.7	26.7	20	6.7
State Library	1	2	3	4	5	
		29.7	16.3	26.7	19.8	7.6
		34.7	14.7	34.7	12	4

13. Is there another work setting, not mentioned above, that you desire for your first position after graduation

- Teaching in a community college or university
- Historic preservation, historic museum
- Computer software firm
- Institution with conservation lab
- Local history center
- Market Researcher(non-library) Start up or venture capitol
- Network Administration
- Publishing
- Computer networking
- Museum work
- Already librarian for small prison library
- Consulting firm